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| Grade:2nd  **Unit 3:Building Bridges with Unlikely Friends**  They read how-to texts on building bridges and view these amazing structures on the Internet. Through realistic fiction, they examine the possibility of friendship in conflict-filled settings. Reading fantasy texts that depict animal experiences completes their exploration. Building on the writing of previous units, they write a letter to a character in *Charlotte’s Web*. Students also gather words from poetry and explore the meanings of idioms and words with common roots.  **Student Objectives**:  Read a how-to book on building and designing bridges.  Write an explanatory piece on “how to build a bridge.”  Read informational texts on both literal and figurative bridges.  Discern authors’ techniques for describing characters.  Write friendly letters to one of the characters in *Charlotte’s Web*.  Use commas correctly in the greeting and closing of a friendly letter.  Write responses to a letter from a character’s point of view.  Read *Henry and Mudge*, a chapter book, to focus on characters**.**  Use knowledge of a root word such as “bridge” to predict the meaning of compound words and idioms.  Enjoy Haiku poetry, embracing the riddles and the language. | COMMON CORE STANDARDS:  These Focus Standards have been selected for the unit from the Common Core State Standards.  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words.  **Phonics/Word Work**  -Word Families-  Week 1&2 –au, -aw, -awn vowel Patterns, -alk, -all  Week 3&4 –ood, -ook, and –ank, ink, -unk  Week 5&6 –ice, and –age, -arge  -Phonics by Spelling Program  **Grammar**  Week 1&2 Possessive Nouns  Action Verbs  Week 3&4 Linking verbs  Review action and linking verbs  Weeks, 5&6 Verbs past and present  Helping verbs, has, had and have  **Comprehension Strategies**  Week 1&2 –Synthesize/review fix-up strategies  Week 3&4- Monitor understanding and review synthesize  Week 5&6-Make connections: Text to text, text to self, and text to world  Review monitor understanding | | | |
| Read Aloud | Shared Reading | Guided Reading  \*Leveled Library/Rigby | Interactive Writing/  Writing Mini Lessons | Independent Writing/  Reading |
| Stories  * + - Henry and Mudge: The First Book (Cynthia Rylant and Sucie Stevenson) (E)     - The Fire Cat (Esther Holden Averill) (E)     - George and Martha: The Complete Stories of Two Best Friends (James Marshall)   **Stories (Read Aloud)**  *The Cricket in Times Square*(George Selden and Garth Williams) (E)  *Charlotte’s Web*(E.B. White and Garth Williams) (E)  *Zen Shorts* (Jon J. Muth)  *Pop’s Bridge*(Eve Bunting and C.F. Payne)  *Mackinac Bridge: The Story of the Five-Mile Poem*(Gloria Whelan and Gijsbert van Frankenhuyzen)  *One Green Apple*(Eve Bunting and Ted Lewin) (EA)  *Four Feet, Two Sandals* (Karen Lynn Williams, Khadra Mohammed, and Doug Chayka)  *Snow in Jerusalem*(Deborah da Costa, Ying-Hwa Hu, and Cornelius Van Wright)  *The Day of Ahmed’s Secret*(Florence H. Parry and Ted Lewind)  *My Father’s Shop*(Satomi Ichikawa)  *Silent Music* (James Rumford)  *The Little Painter of Sabana Grande*(Patricia Maloney Markun and Robert Casilla)  **Poems (Read Aloud)**  “The Bridge Builder” (Will Allen Dromgoole)  *If Not for the Cat*(Jack Prelutsky and Ted Rand)  *I Am the Dog I Am the Cat*(Donald Hall)  **Informational Text**  *Bridges* (See More Readers) (Seymour Simon) (EA)  **Informational Text (Read Aloud)**  *Bridges Are To Cross*(Philemon Sturges and Giles Laroche)  *Bridges: Amazing Structures to Design, Build & Test*(Carol A. Johmann, Elizabeth Rieth, and Michael P. Kline)  *Owen and Mzee: The True Story of a Remarkable Friendship*(Isabella and Craig Hatkoff, Paula Kahumbu, and Peter Greste)  *Owen and Mzee: The Language of Friendship*(Isabella and Craig Hatkoff, Paula Kahumbu, and Peter Greste)  *Tara and Bella: The Elephant and Dog Who Became Best Friends* (Carol Buckley) | \*Rigby Charts  \*Various read aloud poems/books/  pair/share  Turn/talk | **Terminology**  “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal revision  spelling patterns | -Plot, Character, Setting  -Writing Process/  Review the full process  -Friendly Letter  -Poetry | -Graphic Organizer Webs  -Various writing mini lessons  -Various shared writing based on reading/  discussion  haiku poetry |
| Art/Technology/Music | Assessment/  Rubrics | Science/Social Studies Related to Utah State Standards | Literacy Centers/Independent Work | |
| Interdisciplinary Connections  **This unit teaches:**  **Art**: Structural art (e.g., architecture and symmetry)  **Geography**: World geography (e.g., as related to settings such as Jerusalem)  **Science**: Animals (e.g., habitats) This unit could be extended to teach:Science: Animals (e.g., classifications)     Additional Resources  (Go to Common core unit maps for links)  [Friendly Letter Mini-Lesson](http://www.lesn.appstate.edu/fryeem/RE4030/friendly_letter_minilesson.htm) (L.2.2b) Note: This is a lesson plan about writing a friendly letter.  [Letter Generator](http://www.readwritethink.org/parent-afterschool-resources/games-tools/letter-generator-a-30187.html) (ReadWriteThink) (W.2.6, L.2.2b) Note: Use this online generator to help students write a friendly letter.  [Build A Bridge](http://www.pbs.org/wgbh/nova/bridge/build.html) (RI.2.3) Note: This lesson is an online bridge building activity for the future civil engineer.  [Fun and Learning About Bridges](http://www.bridgesite.com/funand.htm) (RI.2.3) Note: This is an expansive site, including links to additional resources, for learning about bridges. | -Various writing samples  -Classroom discussion  -Observation  -Center work | **Social Studies-**  Standard 2 Citizenship  **Students will recognize and practice civic responsibility in the community, state, and nation.**  **Objective 1**  **Examine civic responsibility and demonstrate good citizenship.**  a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.  b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).  c. Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).  d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).  **Objective 2**  **Identify individuals within the school community and how they contribute to the school’s success**.  a. Identify the roles that people have in the school and explain the importance of each member.  b. Demonstrate respect for the school and the school community.  **Objective 3**  **Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.**  a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).  b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).  c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national  **Social Studies Vocabulary Students Should Know and Use:**  vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic  **Science:**  **Standard 4. Life Science**  **Objective 1.** Relate how external features affect an animal’s ability to survive in its environment.  **Indicator 1.** Compare and contrast the characteristics of living things in different habitats.  **Indicator 2.** Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.  **Indicator 3.** Create possible explanations as to why some organisms no longer exist, but similar organisms are still alive today.  **Science language students should be able to use correctly:** characteristics, environments, habitats, justify, compare, contrast, extinct, desert, ocean, rainforest,  tundra.  **Objective 2.** Identify basic needs of living things (plants and animals) and their abilities to meet their needs. **Indicator 1.** Communicate and justify how the physical characteristics of living things help them meet their basic needs.  **Indicator 2.** Observe record and compare how the behaviors and reactions of living things help them meet their basic needs.  **Indicator 3.** Identify behaviors and reactions of living things in response to changes in the environment including seasonal changes in temperature and precipitation.  **Science language students should be able to use correctly:** physical characteristics, behaviors, reaction, environment, seasonal, temperature, precipitation,  migration, hibernation, dormancy. | -Computer Center  -Spelling/Word Work/Language Arts Skill Practice  -Writing  -Listening Center  -Guided Reading Center  -Read to self/read to partner center | |

* Social Studies: ● Science (Standard 1 Incorporated into all Standards)

Unit 1: Geography Unit 1: Earth Science Standard 2 Objective 2 & 3(night sky/seasonal weather)

Unit 2: Culture Unit 2: Physical Science Standard 3 Objective 1(observe falling objects/gravity)

Unit 3: Citizenship Unit 3: Life Science Standard 4 Objectives 1 & 2(Adaptations/Needs of living things)

Unit 5: Financial Literacy Unit 4: Earth Science Standard 2 Objective 1(Rocks)

Unit 5: Physical Science Standard 3 Objective 2 (Compare/contrast phys. Changes)

\* Teach Standard 1: Thinking like a scientist/scientific process in Unit 1